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ABSTRACT

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the importance of homes to animals and people. Strategies for using these activities with kindergarten children are also provided. The pre-trip activities examine differences between living and nonliving things, plant and animal home needs, and animal homes. Three activity sheets and a letter to parents explaining the purpose of the program are included. Field trip activities include finding animal homes at the DEEC and exploring the environment at each site. (These and other activities and lists of formal and non-formal field trip objectives are provided in a separate field trip guide.) The post-trip activities include studying animals in school, exploring the relationship between people and animals, and making animal homes from such objects as pebbles, broom sticks, and popsicle sticks. All activities provide opportunities for students to practice skills in classifying, comparing, and cooperating. Although the activities are based on science, they will also enhance other disciplines as well. (JN)

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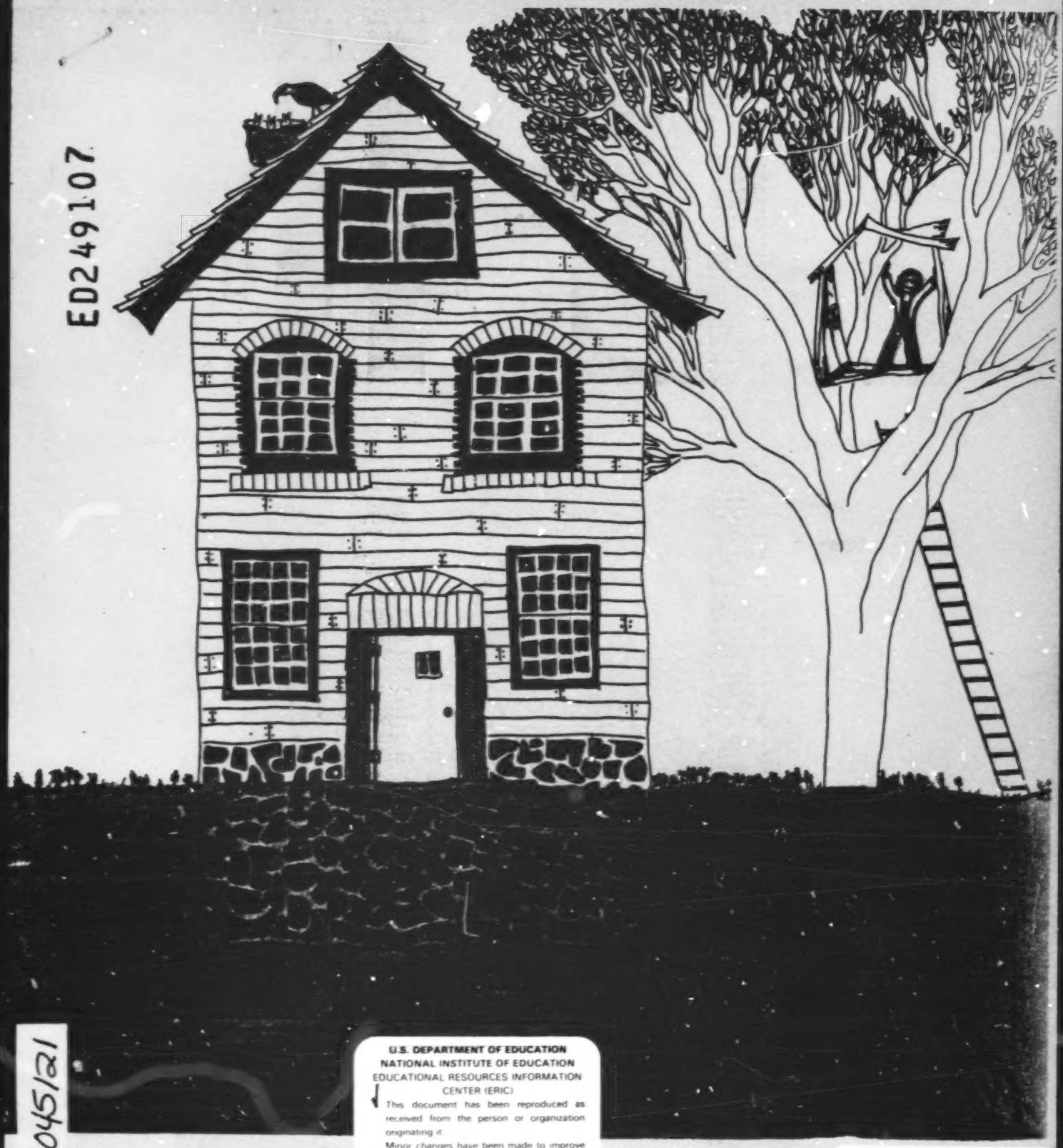

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Who Lives There?

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"Who Lives There?" is one of fourteen school environmental Education Programs developed by the Dahlem Environmental Education Center of the Jackson Community College. Assistance for the project was provided by the Institute of Museum Services Special Projects Grant #G008103172 of the U.S. Department of Education.

This packet is the result of the combined efforts of:

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Jackson Community College

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Who Lives There?

A Spring Program for Kindergarten

If you have a room full of curious little explorers, "Who Lives There?" is just the program for you! It was created to guide your detectives through the nooks and crannies of their environment for clues of animal activity.

The concepts developed in this program were chosen from a survey of elementary science curriculums. These include the diversity of plants and animals, how they are interdependent, and what they need to live. Although based on science, the activities in this program will also enhance other disciplines as well.

The program provides opportunities for students to practice skills such as classifying, comparing, and cooperating. It encourages them to heighten their awareness of the world around them.

In addition to a field trip to the Dahlem Environmental Education Center, the program includes pre- and post-trip classroom activities. In this teacher packet you will find a variety of activities as well as a wealth of resource ideas.

Are you ready, Sherlock? Let's investigate!

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Goals and Objectives

Program Goal

Kindergarten students will become more aware of the importance of homes to animals and to people.

Program Goals and Objectives

Students will:

-differentiate between living and non-living things by identifying and comparing them.

-distinguish among living things by sorting plants, wild animals, pets, and humans.

-identify the requirements of life by comparing the needs of plants, wild animals, pets, and humans.

-demonstrate knowledge of interdependence by describing ways in which plants, wild animals, pets, and humans are interdependent.

-heighten their sensory awareness by seeing, hearing, smelling, and touching.

Pre-Trip Activities

The following four activities will help prepare your class for their field trip. Starting with the basics of life, these activities lead your students to an understanding of animal homes. If your students already know the basics, begin by exploring the unfamiliar territory!

1 Living and Non-Living

- Play "I Spy" with living and non-living things inside and outside your classroom window.
- Compare a live pet with a stuffed animal. What are the differences between them? (Living things grow, eat, move, reproduce, and respond to stimuli.) Is a car alive because it moves?
- Ask your students to find pictures of living and non-living things, cut them out, and create a bulletin board display. They can make a game out of mixing and sorting the pictures.

2 Plant and Animal Needs

As you sort living from non-living objects, begin to separate the animals from the plants. Ask your students why animals and plants are different from each other. (Animals move around and eat food; plants stay in one place and absorb sunlight and water.) Look at animal pictures and talk about the different ways animals move around and eat. Expand your bulletin board to display animal and plant pictures.

Bring in a plant and a pet animal. Ask your students how they would take care of these things. Reinforce their answers and sum up with a list of what living things need to live.

- Plants: soil, water, sun, air
- Pets: food, air, water, shelter, love

Ask your kids what they need to live. Are their needs different from their pets' needs? (Or do they need extra things like clothes, T.V., or toys?) What would they need if they lived in a "Little House on the Prairie?" Explain that all people (cave dwellers, astronauts, and American Indians alike) need the same basic requirements -- food, air, water, and warmth. Those needs aren't so different from their pets' needs! That's because pets, wild animals, and people are all animals and need the same things to live.

3 Animal Homes

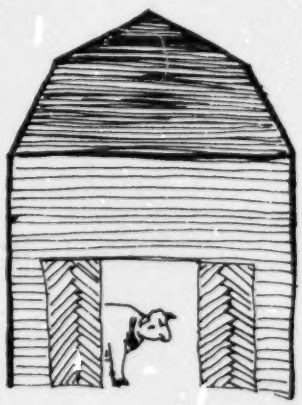
Most animals (including us!) have homes in which many needs-of-life are met. Ask your students why they need houses. Direct the conversation by asking about particular functions of their houses and explain that people need places to:

store food	keep dry
sleep	raise children
keep warm	stay safe

And animals need homes for the same reasons!

Invite students to:

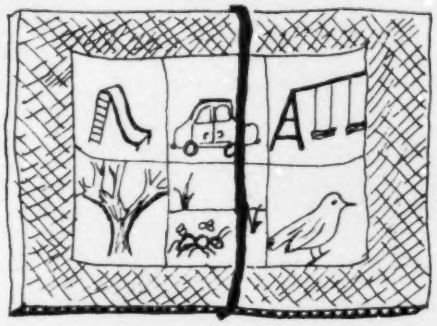
- Build a city of their favorite people homes or dream houses. They can use blocks, clay, pipe cleaners, boxes, milk cartons, construction paper, or other various and sundry things! Display the city on a table top or in a sandbox.
- Collect pictures of human homes around the world (igloos, castles, tipis, caves, trailers, apartments, cabins, etc.) and talk about the differences and similarities.
- Collect or draw pictures of animal homes. Why does each animal use its home? Do some animals have more than one home?
- Compare a dollhouse to their own homes. What do people do in the different rooms?



- Color and cut cut the figures in Activity Sheet 1 and glue them in place on Activity Sheet 2.

4 And, Finally...

During their field trip, your class will mark the animal homes they find on a check list attached to a clipboard. This activity, although very exciting, can be a bit overwhelming to kindergarteners. To prepare for the logistics of your field trip, we suggest the following "mini-hike" around your school.



You can make "clipboards" for your class from pieces of heavy cardboard and rubberbands. Pass one piece of cardboard, two rubberbands, a pencil, and a copy of Activity Sheet 3 to each pair of students. Name and discuss each picture on the sheet and challenge students to be on the lookout for the items as you take them on a tour of the school site. As you walk along ask students to "X" the objects on their sheets that match what they see.

You may prefer to create your own check list for your school site; perhaps your entire class could make a tour sheet for another classroom!

Use your sheets to discuss the differences between living and non-living things and between plants and animals.

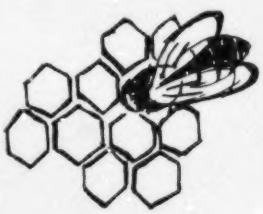
Vocabulary Words

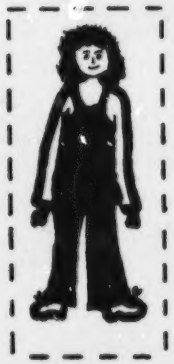
As a result of these pre-trip activities, your students probably became familiar with these words:

living	plant
non-living	home
animal	community

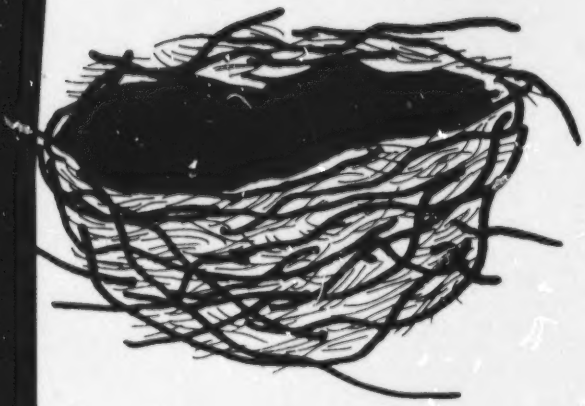
The following terms will be introduced during the field trip. You may wish to use them in a post-trip activity:

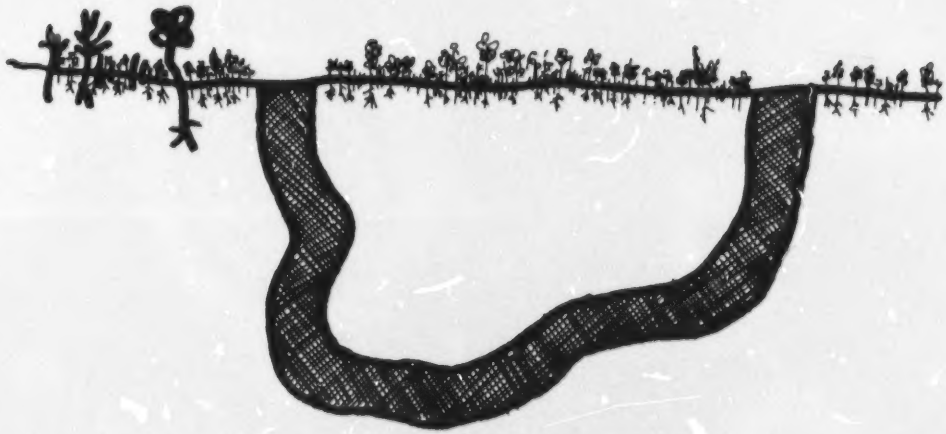
crayfish	soil
broadwalk	nest
creek	chipmunk
marsh	beehive
ant hill	



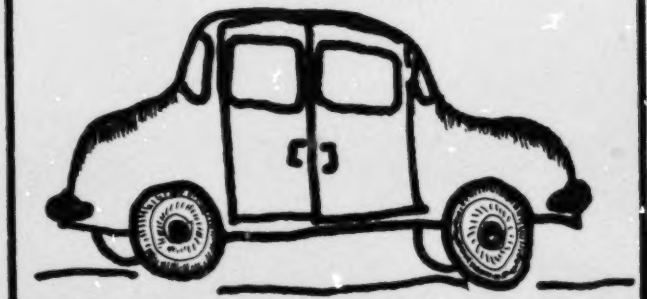


Activity Sheet 1
Animal Homes





Activity Sheet 2
Animal Homes



Activity Sheet 3
And Finally...

Dear Parent,

Our kindergarten class is exploring animals and animal homes this spring. One highlight of our unit will be a trip to the Dahlem Environmental Education Center. There we will discover a wide variety of animal homes, from bird nests to spider webs. And because animals have homes for many different reasons, we will try to figure out what's going on inside!

You can participate in this unit by helping your kindergartener explore animal homes in your neighborhood. Can you find:

a spider web
a dog house
a mouse hole
a wasp nest
a pigeon roost
an ant hole
a mole tunnel
a bird nest

To encourage your children to closely observe nature and appreciate the world around them, take the family out for a weekend walk at the Dahlem Center! Your kindergartener can be your guide.

On the day of our trip, please listen to the weather forecast and help your child choose the proper clothing. The trails are often damp and the wind a bit nippier than expected.

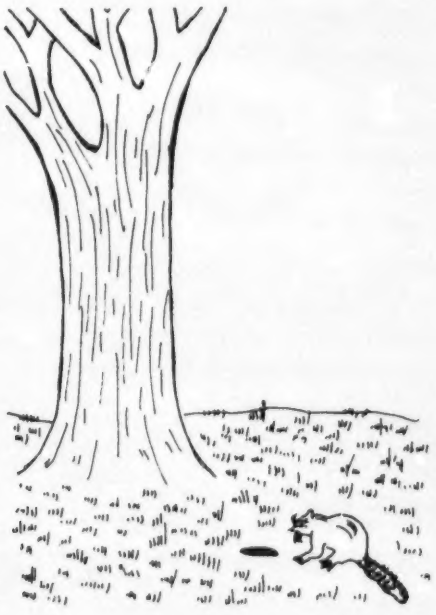
Sincerely,

Kindergarten Teacher

Field Trip

With your excellent introduction, your students are well-prepared for their field trip to the Dahlem Environmental Education Center. Upon their arrival, your class will have a few minutes to explore the building. An assistant naturalist will conduct a short indoor review of plant and animal life needs and a game -- matching animals with their homes and with their young.

Launching out onto the trail, each pair of students, equipped with a clipboard and data sheet, will be guided to animal homes and allowed to explore the nooks and crannies they discover. Using each of their senses, your explorers will have the opportunity to learn more about the world around them -- from an animal's point of view. A check list of animal homes will help them focus on homes at the Center. Do you know where a crayfish lives?



Post-Trip Activities

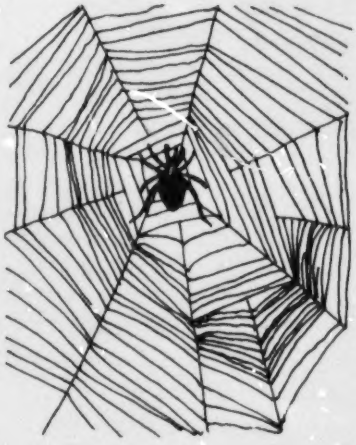
The following five activities will help your students make connections between the natural world and the environment around their home and school. Each activity is a fun way to reinforce the concepts that have been introduced.

1 Animals at School

Your classroom of explorers should make fast work out of this challenge -- finding animal homes around your school! Remember the homes, the leaves, the branches, and the fences; animals live everywhere. Encourage your students to explore their neighborhoods for homes such as bird nests, insect galls, and spider webs.

2 Animal Lotto

Have students color and cut out the animal pictures on Activity Sheet 4. Shuffle and stack them. They will become lotto cards. Each time students draw a card they should try to place it in the correct home on Activity Sheet 5, a gameboard which can also be colored. They can compete to completely cover a line or the entire board!



3 Community Match

Each animal has a home in a particular place, because that's where it needs to be. Crayfish castles are only near wet places and squirrels live where there are trees. Challenge your students to connect each animal with its community on Activity Sheet 6 or 7. (Activity Sheet 7 is a more difficult version of Activity Sheet 6.) Then help them answer these questions:

•How many animals live in a forest? pond? lawn? farm?

•How many birds are there? insects?

•Which animals live near you?

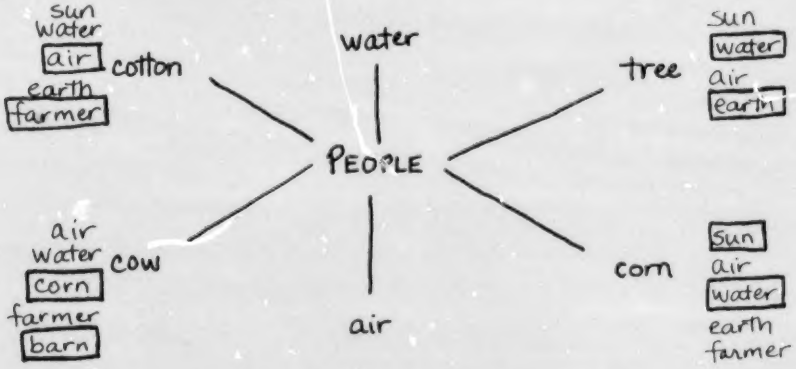
4 We All Need Each Other

All life on earth is connected to other forms of life by a myriad of invisible links. Destroying any of these links may have far-reaching consequences, as we have begun to discover, because of this network of interdependent plants and animals. No one can be truly "independent"!

This concept of interdependence is critically important, and easily introduced to your investigators. They already know what animals need to stay alive; you'll take them one step further.

Quickly review plant, wild animal, and human needs, emphasizing the similarities. Using classroom objects, ask students about the origin of some objects -- wooden chairs and tables, cotton or wool clothes, etc. In addition to a dependence upon plants and animals for food, we rely on the natural world for shelter, clothing, and manufactured items.

Passing out Activity Sheet 8, ask your students to find the people in the center of the page. The surrounding pictures represent some of the things people need -- trees for shelter, a cow and corn for food, cotton for clothing, air to breathe, and water to drink. Since plants and animals also need certain things to live, the network is much bigger. In each corner of the page they will find diagrams for a tree, corn, a cow, and cotton. To complete the webs, help your class cut out the squares at the top of the page and paste them in the proper places on the diagrams.



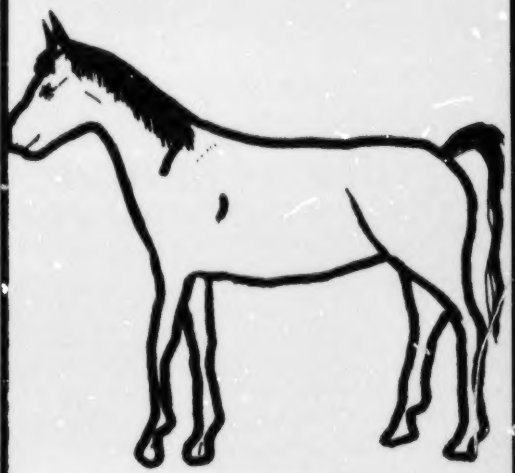
By encouraging the students to come up with their own examples of interdependence you can help them understand this concept and a little more about the way our world works!

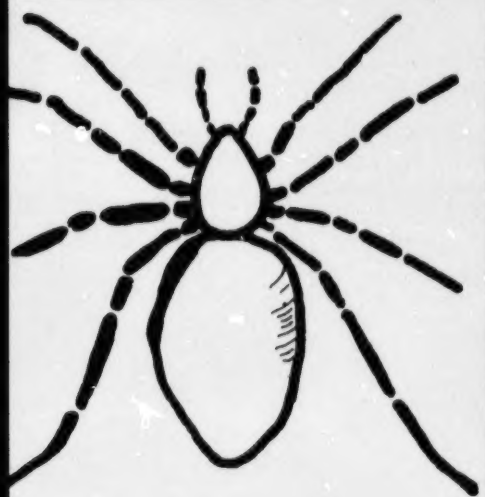
5 Works of Art

Here is a homework idea for your kindergarteners! Encourage them to ask Mom and Dad to help them gather miscellaneous natural and household materials (mud, clay, pebbles, popsicle sticks, pipe cleaners, cardboard, broom bristles, etc.) that can be used to create animal homes. Children can either create their own critter homes with parental help or bring materials to school and invent them there. Draw or cut pictures of the occupants and fasten them on toothpicks. Then, "plant" the occupants in their homes.

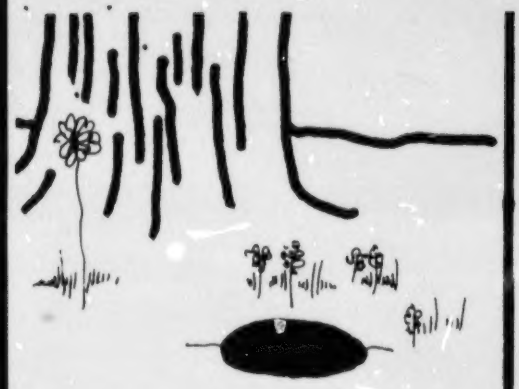
Congratulations! You and your students have finished the "Who Lives There?" program and you each deserve a pat on the back! For a grand finale, each student can make an I AM A NATURE EXPLORER badge. Encourage students to personalize their badges by drawing pictures of things they discovered.

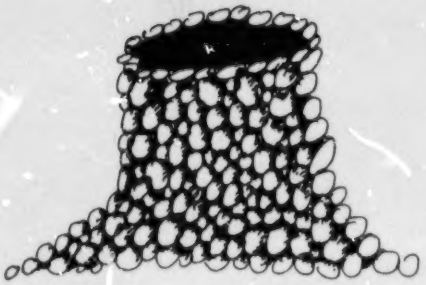
Don't forget to pat yourself on the back! You worked hard to help your explorers think about our living world, feel a part of it, and practice many skills. Well done, Sherlock!

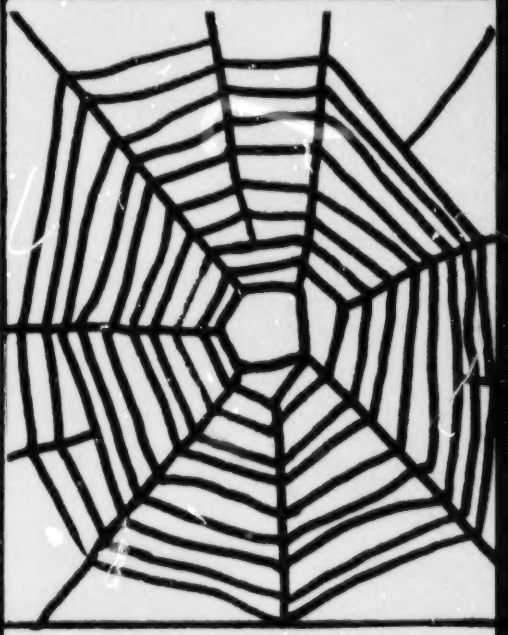


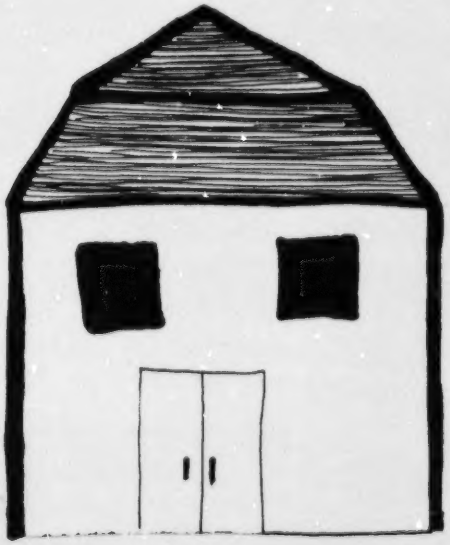


Activity Sheet 4
Animal Lotto

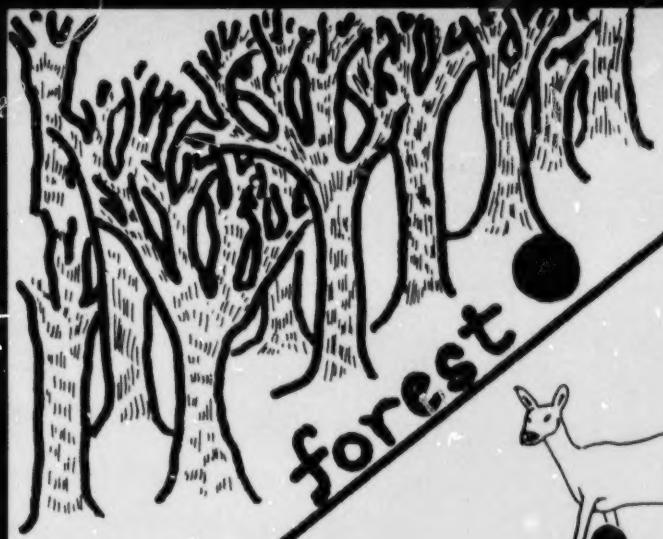








Activity Sheet 5
Animal Lotto



fox

deer

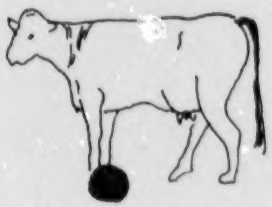
frog

chicken

worm

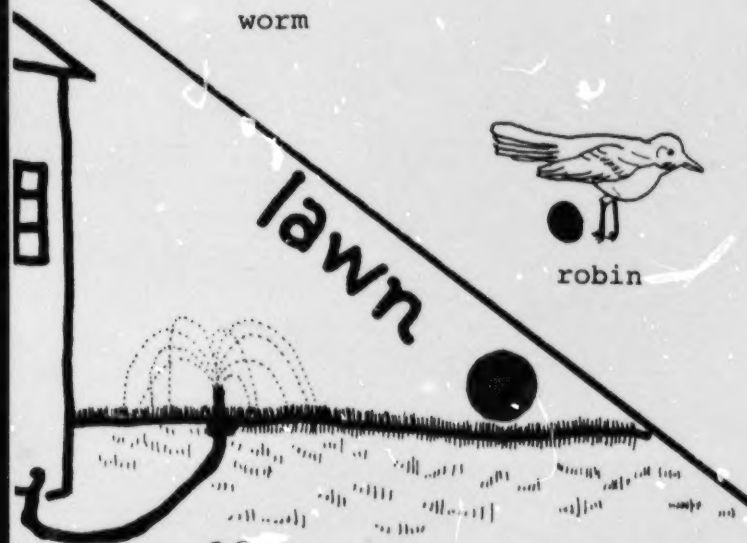
fish

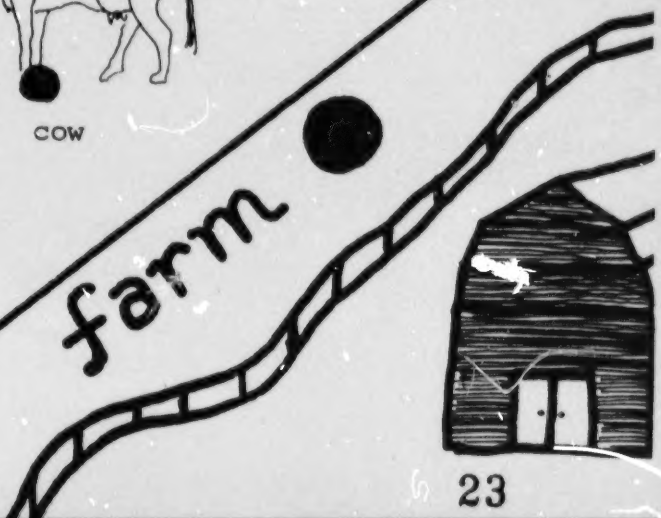
robin



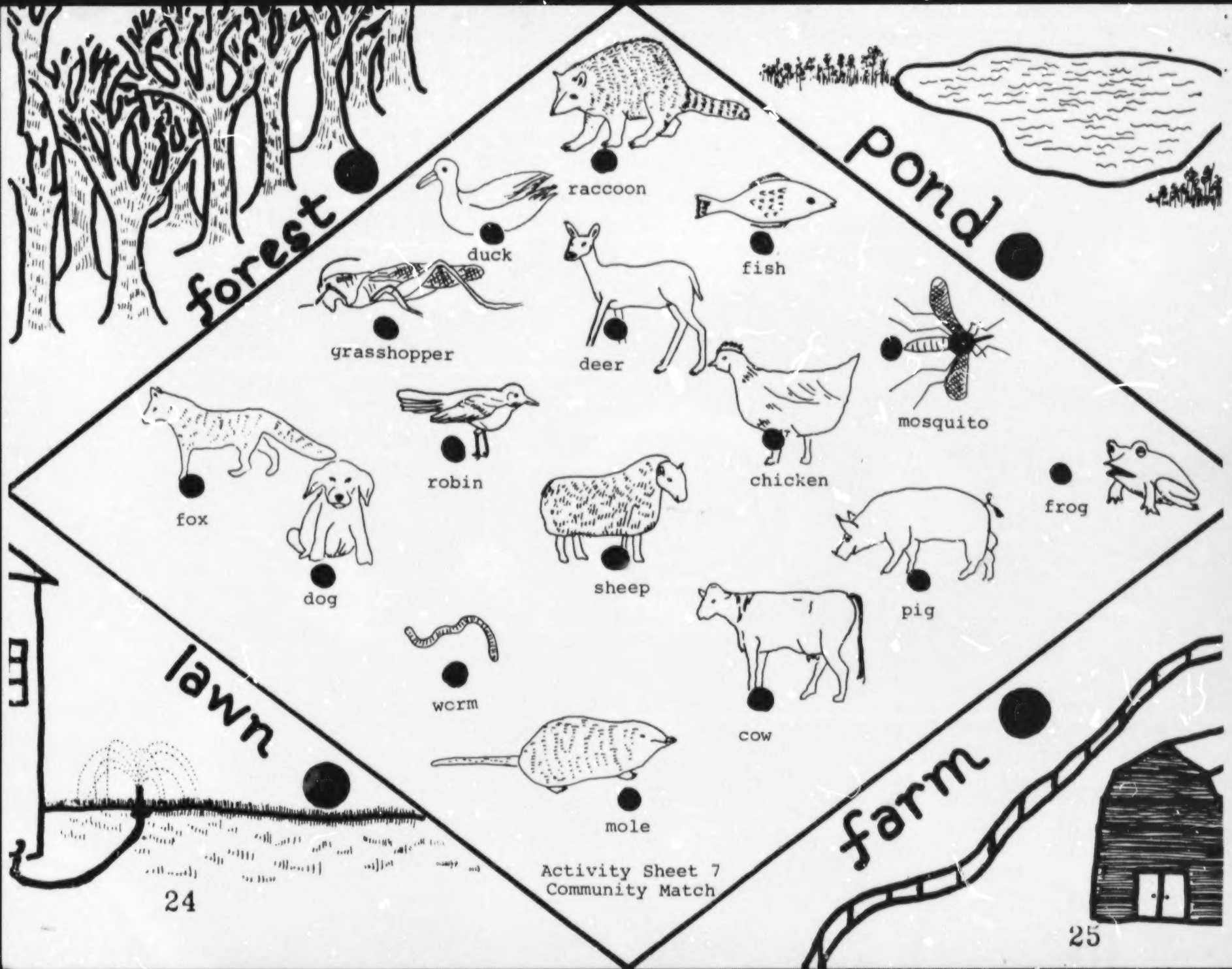
cow

pig

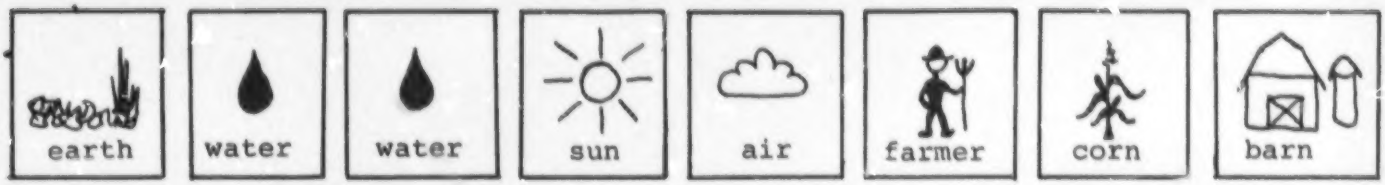


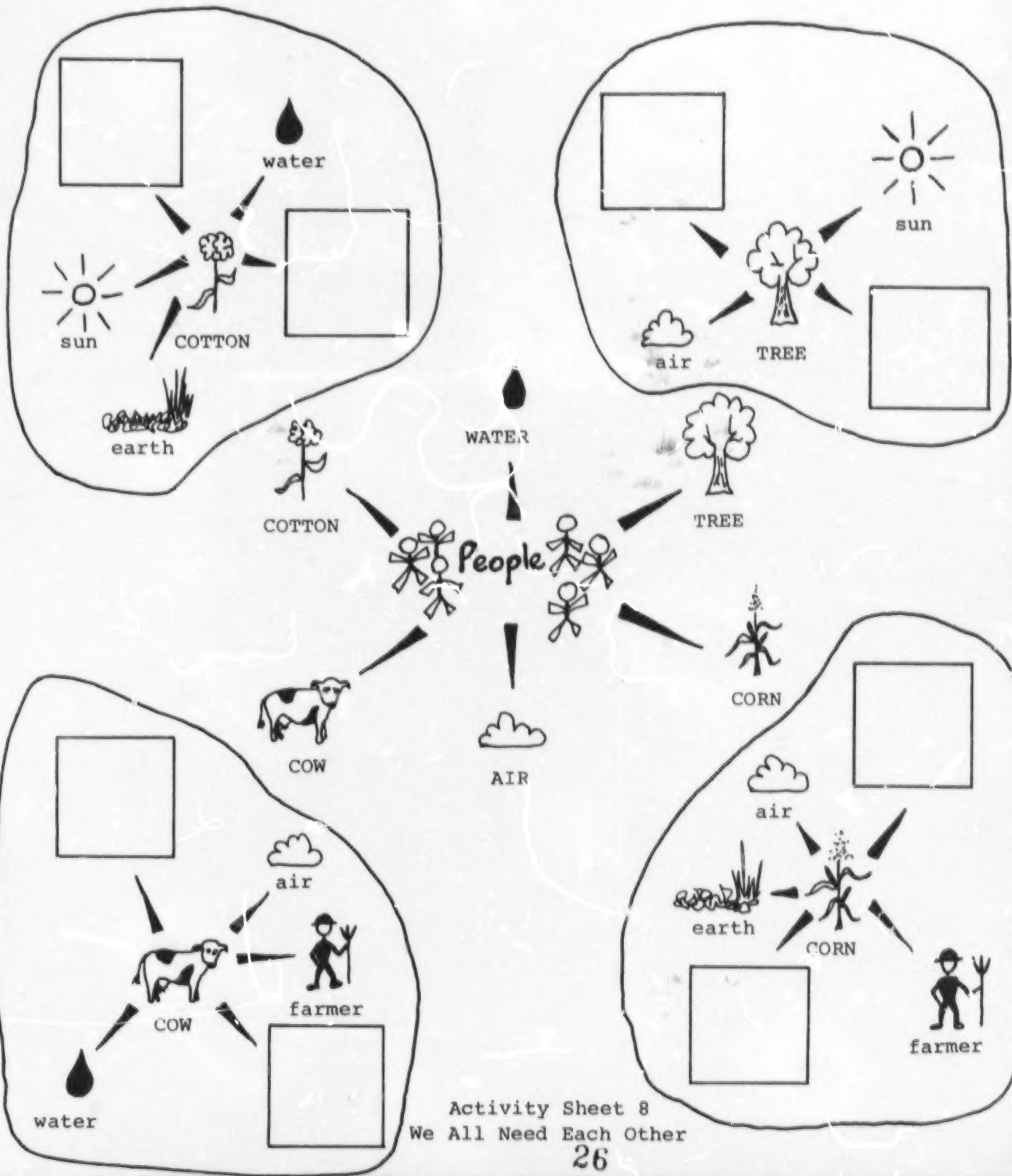


Activity Sheet 6
Community Match



Activity Sheet 7
Community Match





Activity Sheet 8
We All Need Each Other

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*These books are available at the Jackson District Library. Similar titles may be found at the Library's 16 branches under the same Dewey Decimal numbers.

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At REMC. . .

The Jackson County Intermediate School District's Regional Educational Media Center has the following:

Films:

"Animal Behavior - Spring"	MP 571
"Animals in the City"	MP 2602
"Baby Rabbit"	MP 74
"Bird Homes"	MP 606
"Clothing"	MP 649
"Common Animals of the Wood"	MP 655
"Our Animal Neighbors	MP 1914
"Shelter"	MP 1997
"Spiders - Backyard Science"	MP 1458
"Spring is Here"	MP 1461
"A Visit to a Honeybee Farm"	MP 1644
"A Visit to a Pond"	MP 1646
"A Visit to a Valley"	MP 2075
"Why Plant a Tree"	MP 2104
"Worms to Wings"	MP 2119

WHO LIVES THERE?

Kindergarten Spring Field Trip

Formal Objectives

Locate wild animal homes around the Center
Explore the environment with each sense
Group animals and habitats together
Compare objects by using senses other than sight
Discover something special in nature and share it with a classmate

Informal Objectives

Have a fun experience!
Become more familiar with animals and their homes
Review plant and animal differences and requirements for life
Use senses

Indoor Portion

Prepare for this program by setting up one display board and having handy the pile of rooms in a home, and baby pictures. You will also need a clipboard and a check sheet for each pair of students, and a blindfold for each one.

If the teacher has completed the pre-trip activities, the students will know about 1) plants and animals and what each needs to live, and 2) why we have homes and what animals do in their homes.

Human and Animal Homes. You can start the discussion and determine if the class has been prepared by saying, "Since we are going to look at animal homes today, let's start off with your homes--why do you have homes?" Eventually you will want to list:

sleep	eat (store food)
play	stay warm
keep children	stay safe
stay dry	

As students respond, display the appropriate room on the board until a house is created. Stress not the room but the function to bridge to animal homes.

And animals have homes for those same reasons! Point out some "homes" in the building:

beehive - Bees live inside all winter, store their food (honey) there, raise their baby bees, and stay safe and dry inside this hive (and the natural hives)

cocoon - Moth caterpillars use their cocoon homes to stay safe and dry throughout the winter. They "sleep" there, but nothing else.

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bird nest - This home is for raising babies and nothing else. It isn't big enough!

hornet's nest Like the beehive, but is not in use over the winter. The queen hibernates in the ground and the remainder die.

Point out that animals don't go to the bathroom or "play" inside their homes--they've got the whole forest or field to play in!

Animal Homes and Babies. Since most homes are used for babies, quickly launch into the matching game, explaining it as an introduction to some of the animal homes that you may see here at the Center--and some you won't!

Display all of the animals on one side, and their babies and homes on the other. Point to one, and ask a child to find its match. Pass the pairs around and display it afterwards. Explain the crayfish home, and tell the kids they'll probably see them outside. Tell them, too, that snowy owls and buffalo don't live here, but other owls and deer do!

If time is short, or the kids are antsy, or the day is gorgeous, this activity should be skipped. Head outside!

On your way out the door remind the kids that they must use all of their senses to explore the outdoors--they may even need to get down on their hands and knees!

Suggested Trail

Through the Arboretum, across the bridge, through the left side of the woods, to the boardwalk, and circle back.

Suggested Homes to Look For

mole tunnel
bird house
bird nest
chipmunk holes
anthills
cocoons
spider webs (bridge)
leaf rollers
bluebird house
crayfish castles
homes in a log
homes in the stream
homes in the pond
deer trails
galls
leaf minors
wren house

Activities

Animal Homes. Pass one clipboard with checksheet and pencil to every two students. Explain this is like the hike they took (might have taken) at school--they will circle each home when they see it. Lead the group through the Arboretum so they will pass by most of the homes.

Blind Walk. Somewhere along the Special Needs railing explain that they have used their eyes to explore, and now they will have the chance to use their other senses. Compare the exercise to being blind. Collect clipboards; pass out blindfolds. Have them hold onto the rail with one hand; explain to them what to expect and what will happen at the end. Ask a mother or teacher to help

start the kids, spaced well apart.

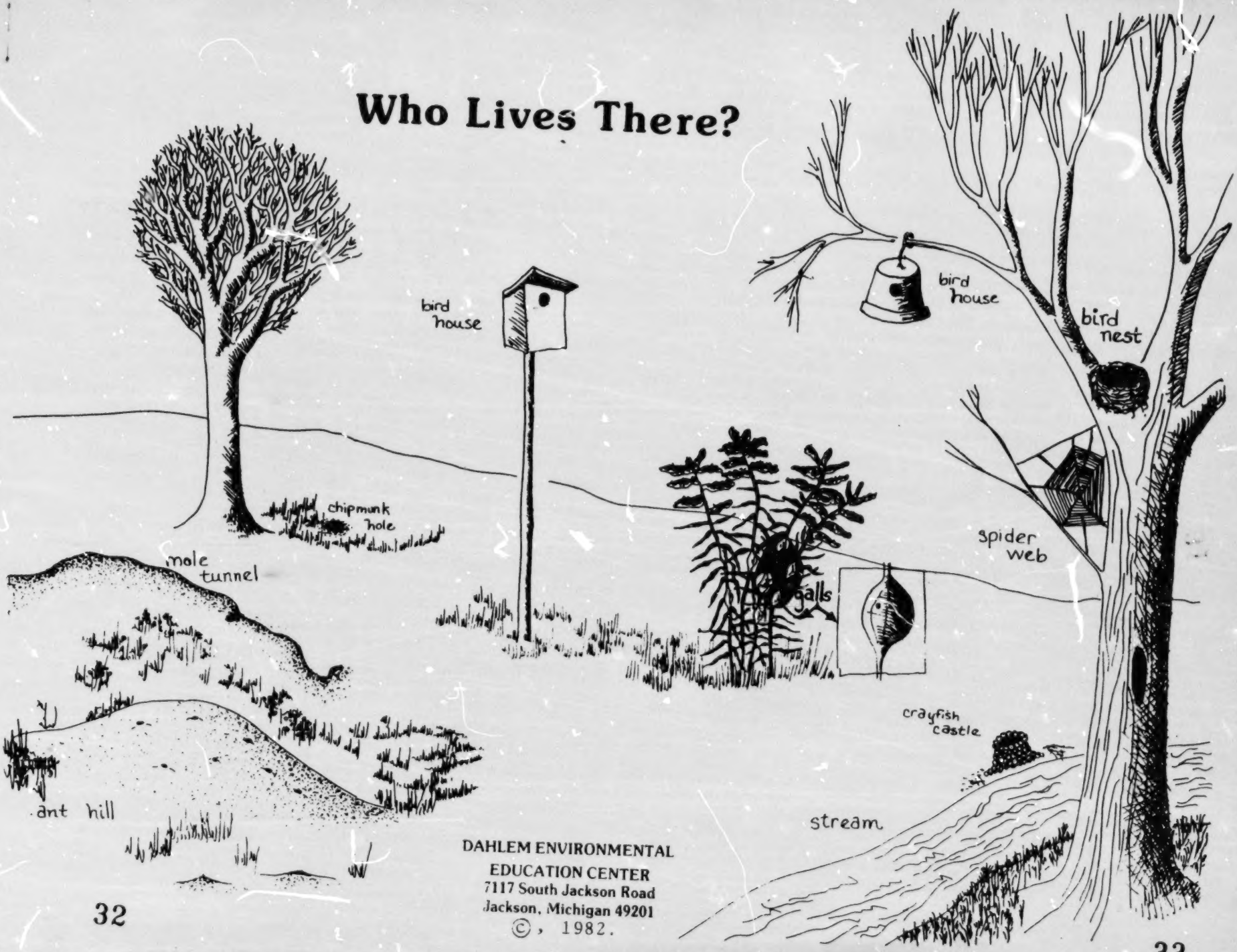
When they've gone through the walk, ask them what they noticed--what was special, did they hear anything, was it up or downhill, sunny or shady, bumpy or smooth, etc. Some may want to do it again! Collect blindfolds.

Discovery. Continuing on the trail, point out homes until you come to a cleared area and ask them to find homes. Give them a few minutes to explore for holes and critters, turn over logs, etc. Then tour all the discovered homes with the entire group.

If your kids are good explorers, you could introduce another searching technique: their hands can be lenses of a camera--a zoom lens has one hand stacked on the other; a micro lens has one hand for each eye; and a wide angle lens has hands which open into a box. Have your photographers use their array of lenses to look at different objects.

On the return route, point out that the entire Dahlem Center is a huge home for lots of animals; we are their guests today. Encourage them to find homes around their school and in their yards, and maybe--in their houses! (Mine has a few spider homes!)

Who Lives There?



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